

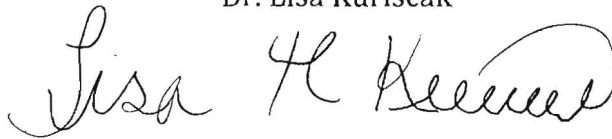
***Spanish Heritage Language Learners in East Central Indiana:
Teachers' Attitudes and Beliefs***

An Honors Thesis (HONR 499)

by

Brittany Danielle Russell

Thesis Advisor
Dr. Lisa Kuriscak

A handwritten signature in black ink, reading "Lisa H. Kuriscak". The signature is written in a cursive style with a large initial "L" and a stylized "H".

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Abstract

The population of Hispanic children is on the rise throughout the country, including in East Central Indiana. These students, whose proficiency levels in Spanish may range from that of a native speaker to someone with no previous knowledge of Spanish, provide unique challenges for Spanish teachers. This study surveys pre-service teachers at Ball State University and in-service teachers throughout East Central Indiana about their pedagogical beliefs and attitudes toward Spanish heritage language learners placed in a standard second language classroom. I analyze their responses in an attempt to answer three research questions: 1) Are Spanish teachers in East Central Indiana aware of the unique challenges facing Spanish heritage language learners? 2) What are the pedagogical implications for inclusion of heritage language learners in standard second language acquisition classes at the secondary level? and 3) Is there a need for implementation of programs for Spanish as a heritage language in East Central Indiana high schools?

Acknowledgements

I would like to express my deep gratitude to Dr. Kuriscak, my thesis advisor, for her patient guidance, enthusiastic encouragement and useful critiques of my honors thesis. Her advice was invaluable in its creation.

I would also like to thank the Spanish heritage language learners with whom I worked at Muncie Central High School during my student teaching placement. I drew much inspiration from these students as I was writing my thesis.

Finally, I would like to acknowledge my dad for giving me the skills and opportunities I needed to go to college and pursue my dreams. I would not have survived this semester without his support.

Introduction

The Hispanic population in the United States increased by 15.2 million between 2000 and 2010 (Ennis, Ríos-Vargas, & Albert 2011). This trend is projected to last and even to become more pronounced between 2012 and 2060. By that year, the Hispanic population in the United States will have increased from 53.3 million to 128.8 million. This means that approximately one in three U.S. residents will be Hispanic (US Census Bureau 2012).

In Indiana alone, the Hispanic population increased by 81.7% from 2000 to 2010 (Ennis, Ríos-Vargas, and Albert 2011). This statistic really hits home for educators who teach Hispanic children, particularly those who teach Spanish. Even children who grow up speaking only Spanish as their first language will gradually lose those language abilities as they use them less. However, most Hispanic children are not native speakers who come directly from Latin America or Spain. The majority are heritage language learners (HLLs) who were either born in the United States or came here before they started receiving formal schooling in Spanish. HLLs may grow up hearing the language at home, but they often do not have the opportunity to practice the language elsewhere. This causes a disparity in the standard Spanish as a second language (L2) classroom. Though HLLs bring with them some prior knowledge of the language to the classroom, they still need to learn the formal structure and expand their vocabulary. However, they will do this much differently than students who are learning L2 Spanish and who have no prior knowledge of the language.

Because of this disparity, a trend started a few decades ago to design Spanish classes specifically for Spanish HLLs. This trend is most common at the university level, but some

high schools throughout the country are also moving with this trend. However, it has yet to take hold in East Central Indiana (ECI) despite the significant increase in the Hispanic population. ECI is composed of Blackford, Delaware, Hancock, Henry, Jay, Madison, Randolph, and Wayne counties. A quick survey that I performed of existing programs online revealed that of the thirty-seven high schools in this region, thirteen have a large enough population¹ of Hispanic students to justify a Spanish class designed specifically for HLLs, but only one high school in the region offers such a class.

Considering my goal of becoming a Spanish teacher, I thought it would be interesting to survey the pedagogical beliefs and practices of teachers at the schools in this region, particularly those who teach HLLs in the same Spanish classes as their L2 learner peers. Teachers' beliefs and practices are important in any classroom because they have a large impact on the way in which teachers interact with students. Research in the field has shown that teacher expectations often result in self-fulfilling prophecies. When teachers expect students to perform a certain way (i.e., high or low), they behave in ways that bring about the expected performance (Davis and Andrzejewski 2009). Before I could examine these beliefs and practices, though, I had to more fully understand HLLs and their characteristics by reviewing the literature on these students and their teachers.

Review of the Literature

Many scholarly publications related to HLLs in secondary and post-secondary classrooms have focused on students at the post-secondary level. Most explored the characteristics of students in classes with their peers, though several examined Spanish as a heritage language (HL) programs being taught in universities. However, few studies

¹ This number was determined by my observation of the average size of L2 classes at my student teaching placement. This average was 15 students.

discussed the teachers of HLLs, a fact that reveals a gap in the research. Another gap seemed to exist in the area of studies concerned with the beliefs and practices of teachers of HLLs.

Before we can explore these gaps, we must first understand what an HLL is. Some debate seems to exist around the term “heritage language learner” and how it varies from other similar terms, such as native speakers, quasi-native speakers, L1/L2 users, bilingual speakers, residual speakers, and home-background speakers (Alarcón 2010). Various studies have offered definitions that put HLLs in a separate, distinct category from all these other groups. For example, Alarcón uses Valdés’ (2000) definition of an HLL: “a student who is raised in a home where a non-English language is spoken, who speaks or merely understands the heritage language and who is to some degree bilingual in English and the heritage language” (p. 1). Beaudrie and Ducar (2005) expanded this definition to include all individuals who have experienced a relatively extended period of exposure to the language through contact with family or other individuals, resulting in varying degrees of bilingualism. They make the important distinction that the HL may have been learned outside of the family, and further stress the importance of the idea that varying levels of proficiency exist.

Hornberger and Wang (2008) proposed a slightly different definition. According to them, “in the U.S. context, HLLs [heritage language learners] are individuals who have familial or ancestral ties to a particular language that is not English and who exert their agency in determining whether or not they are HLLs of that HL [heritage language] or HC [heritage culture]” (p. 27). This definition implies that the student, rather than anyone else, has the power to define him or herself as an HLL. It also broadens the definition

significantly to encompass ancestral ties with the HL in addition to more direct familial ties, meaning that a familial connection to the HL can go back several generations as opposed to one or two. Adopting this definition would significantly increase the number of HLLs, but the definition may be better suited for studies examining agency of HLLs rather than studies focusing on the beliefs and practices of teachers, such as the present study.

The UCLA Steering Committee (2000), which discussed “major substantive issues and pressing research gaps related to heritage languages in diverse educational and social contexts” (p. 4), seems to side more with Valdés’s (2000) and Beaudrie and Ducar’s (2005) definitions, as they allow for a variety of types of HLLs and include variables—such as home environment, proficiency in English, and receptive versus productive skills in the HL—that can be more concretely measured. That is why, for the purpose of the present study, I adopt Valdés’s definition of HLLs, like Alarcón (2010) and the UCLA Steering Committee (2000). This definition is restated here: “a student who is raised in a home where a non-English language is spoken, who speaks or merely understands the heritage language and who is to some degree bilingual in English and the heritage language” (p. 1).

Many of these definitions of HLLs include some mention of proficiency. Therefore, one must also consider how these studies determine proficiency in the HL. Proficiency in the HL has been measured using various types of assessments. For example, in Beaudrie, Ducar, and Relaño-Pastor (2009), the researchers analyzed the success of a university-level Spanish program designed for HLLs that included six levels of Spanish courses. Placement

in these levels was determined using a computer-based exam measuring both oral and written skills².

Lynch (2008), however, examined an entirely different method to determine proficiency in the HL. He expanded on previous research by Sankoff, Thibault, Nagy, Blondeau, Fonollosa, and Gagnon (1997), who established a positive relationship between the degree of exposure to French and the use of discourse markers³ in spontaneous French conversation. They considered the use of discourse markers of particular interest in determining proficiency because they “constitute an aspect of the language not taught in school..., they are not subject to explicit instruction, [and] they are likely to be an accurate indicator of the extent to which a speaker is integrated into the local speech community” (p. 193). Lynch studied the use of discourse markers in Spanish HLLs whose proficiency levels had already been determined by a placement test. He found that less proficient HLLs used only English discourse markers or Spanish discourse markers that have direct English translations, whereas more proficient HLLs used Spanish discourse markers that have no literal English translation. Thus, he concluded that the use of discourse markers can be a reliable indicator of language proficiency.

Other methods of determining proficiency involve various types of tests and questionnaires. For example, Alarcón (2010) used self-ranking of proficiency in several

² The results of Beaudrie, et al. (2009) will be discussed in the pedagogical implications section of the present study.

³ Discourse markers are phrases that are not syntactically required in the sentence and do not change the propositional content of the sentence but rather show the connections between ideas (to what comes before and after) and may indicate the speaker’s opinion about something. Spanish discourse markers most common among lower-proficiency HLLs in Lynch’s study were those that have English equivalents, such as “bueno” (*well*), “sabes” (*you know*), and “entonces” (*then*). Discourse markers that have no direct cognate English equivalents (e.g., “o sea”, loosely translated as “I mean” or “that is”) were only used by more advanced speakers.

skill areas (reading, writing, speaking, and listening) in her study. Bowles (2011) used a written proficiency test composed of the vocabulary and cloze⁴ portions of the Diploma of Spanish as a Foreign Language (DELE) test. Carreira (2012) used a placement exam composed of an interview designed to test oral communicative ability, a sociolinguistic questionnaire, and an essay based on a reading prompt to test both reading and writing abilities. Similarly, Montrul (2010) used a linguistic background questionnaire coupled with a written proficiency test. These varying types of tests and surveys were all designed with the goal of measuring the proficiency of different students.

Once we have considered how proficiency is determined, we can look into how students on the lower end of the spectrum differ from those on the higher end, not just in terms of results on a test, but also functionally in terms of what they can do with the language. According to Bowles (2011) and Beaudrie and Ducar (2005), students on the lower end are receptive in the HL but not productive. This means that they can comprehend a colloquial variety of the HL, but they have at best only minimal ability to speak the language. On the opposite end of the spectrum, the most proficient students have both receptive (listening) and productive (speaking) abilities in “a colloquial variety and a standard variety of the language” (Bowles 2011, p. 33). Alarcón (2010), who examined advanced HLLs, also found that these students had greater speaking abilities but were still lacking in academic writing skills. Based on these two studies, it seems that lower proficiency HLLs tend to have only receptive abilities in the HL, and higher proficiency HLLs tend to have both receptive and productive verbal abilities, but may still need to develop their writing skills.

⁴ “Cloze” tasks consist of a portion of text with certain words removed. The participant is asked to replace the missing words.

Once we understand the definition of “HLL” and “proficiency”, we can look into the characteristics of HLLs. According to various studies, certain sociolinguistic characteristics are ubiquitous among HLLs, regardless of proficiency in the HL and other factors, and serve to distinguish them from native speakers. This is because, while they grew up being exposed to the language in some manner, HLLs did not primarily grow up in an area in which the HL was the dominant language of the larger social context. Specifically, HLLs are generally proficient in English, although they may be at varying proficiency levels in their HL. In addition, HLLs may speak or hear the HL at home but receive all or most of their education in English (Valdés 2000). Other sociolinguistic characteristics discussed by Beaudrie and Ducar (2005) include positive attitudes toward their HL, a high degree of motivation to study the language, perception of benefits attached to knowledge of the HL, and pride in their heritage culture.

Alarcón (2010) provided a sociolinguistic profile of advanced HLLs. She found that they “possess both productive and receptive skills in the HL, always use Spanish at home, are fluent speakers of a standard variety, already have basic academic skills in Spanish, and are therefore primarily interested in perfecting their academic writing skills” (p. 269). She concluded that lower-level and advanced-proficiency HLLs have different linguistic strengths and needs in the classroom and that courses for HLLs should be designed accordingly. She strongly supported the use of sociolinguistic background surveys to determine the strengths and weaknesses of each individual student. This emphasis on both strengths and needs is particularly interesting because it shows that HLLs bring more with them than just a set of challenges to overcome.

Besides these sociolinguistic characteristics of HLLs, studies have discussed various learning-related characteristics, which may vary based on their level of proficiency in the HL. Lower-proficiency HLLs share many characteristics with second-language (L2) learners (Lynch 2003, 2008; Montrul 2010; Montrul & Perpiñán 2011), whereas more advanced HLLs share more characteristics with native speakers (Alarcón 2010). For example, Lynch (2008) found that lower-proficiency HLLs of Spanish had similar problems in acquiring the language as L2 learners, particularly in the areas of indicative versus subjunctive, use of discourse markers, and avoidance of code switching⁵.

Other studies (e.g., Carreira 2004; Valdés 1995) attempt to categorize HLLs based on some of the characteristics mentioned above. According to Carreira, HLLs can be grouped into four categories by the relative importance that HLLs assign to their place in the HL community, their personal connection to the HL and HC (heritage culture) through family, and their own perceived proficiency in the HL. Therefore, in her categorization, HLLs form a continuum as follows: HLL1 students are those who are directly involved in the HC, meaning that they interact with the culture on a regular basis, perhaps in the form of a Latino Student Association, etc., and who are more proficient in the HL; HLL2 students are those who are not directly involved in the culture but are still proficient in the language; HLL3 students are those who are directly involved but less proficient in the language; and HLL4s are those who are not directly involved in the HC nor proficient in the HL but who still feel a connection to the HC. Placing these student into categories based on their characteristics allows us to examine the trends common in the field.

⁵ Code switching refers to alternating between two or more languages or language varieties within the context of a single conversation.

However, all of the studies discussed thus far focused on HLLs, which highlights a pattern in the field—studies tend to focus on the students themselves rather than the teachers and instructors⁶ who teach these students. Lacorte and Canabel (2005) attempted to fill this gap by studying the beliefs and practices of university instructors concerning interaction in advanced Spanish courses with heritage and L2 learners. They found that, for the most part, these teachers did not understand why HLLs did not consistently perform better in class than L2 learners. Many were under the assumption that HLLs *should* be more proficient in the HL and *should* identify more with cultural aspects of the Spanish-speaking world. These assumptions imply a lack of understanding and possibly lack of training toward HLLs. Teachers may not perceive a difference between HLLs and native speakers of the language, and this lack of understanding often results in the “development of a burdensome pedagogic environment for some Latino students, who might not feel as keen as their FL⁷ peers to unquestionably accept the cultural and linguistic models provided by the instructor” (p. 93). Lacorte and Canabel concluded that standard foreign language methodologies might not be as appropriate for HLLs as they are for L2 learners. This study goes far in starting to fill the gap in research, but most studies still look at university level students and teachers rather than explore the attitudes and beliefs of teachers of HLLs at a high school level, as I do in the present study. I believe that filling this gap in the research is particularly important because the students at the universities discussed in other studies come from high schools, and intervention at an earlier stage in a student’s career could have innumerable benefits.

⁶ Teachers and instructors are differentiated here because the title varies depending on the level of instruction. “Teachers” generally work at the secondary level or below, whereas “instructors” is a collective term for those at the post-secondary level.

⁷ The abbreviation FL here stands for Foreign Language learners, or L2 learners.

The Present Study

This study attempts to further fill the gap in research by focusing on the pedagogical practices and beliefs of high school Spanish teachers in East Central Indiana (ECI) toward HLLs in standard L2 classrooms⁸. For the purpose of this study, I use Valdés's (2000) definition of HLLs: "a student who is raised in a home where a non-English language is spoken, who speaks or merely understands the heritage language and who is to some degree bilingual in English and the heritage language" (p. 1).

I focused my study on ECI because it is the area I grew up in, attended school, and went to college, and therefore is the area most relevant to my goals as a future educator. I wanted to conduct my research in an area I was familiar with so that I could more fully understand the context of HLLs in East Central Indiana. The development of my research proposal went from incredibly broad—originally I wanted to study the use of Spanglish, a combination of English and Spanish—to more specific as I discovered what would be most relevant to my future career goals and what would add new knowledge to the field of Spanish education.

A careful review of the scholarly literature informed these three research questions:

1. Are Spanish teachers in ECI aware of the unique challenges facing HLLs?
2. What are the pedagogical implications for inclusion of HLLs in standard L2 classes at the secondary level?
3. Is there a need for implementation of programs for Spanish as an HL in ECI high schools?

⁸ By a standard L2 classroom, I mean a class that is dominated by L2 learners and whose curriculum is designed specifically for learning Spanish as a second language.

These questions guided the selection of study participants and the creation of my survey instrument. This study received approval from the Institutional Review Board (IRB) at Ball State University.

Methods

Participants

The study includes two groups of participants. The first is a group of pre-service teachers (N=11) studying at Ball State University. By pre-service, I mean students who are currently working toward a Bachelor's degree in education and who have not started teaching. The second group (N=23) consists of in-service high school teachers in ECI (meaning those who are currently teaching).

Table 1 provides descriptive statistics for both groups of participants.

Table 1: Descriptive statistics for pre-service and in-service teachers in ECI				
Variable	Pre-Service N=11*		In-Service N=23*	
Average age (years)	24		38.5	
Gender	%	(N)	%	(N)
Male	50	(5)	25	(5)
Female	50	(5)	75	(15)
Identifies as being of Hispanic, Latino, or Spanish origin ⁹	%	(N)	%	(N)
Yes	20	(2)	14	(3)
No	80	(8)	76	(16)
Prefer not to say	0	(0)	10	(2)
Ethnicity	%	(N)	%	(N)
White	70	(7)	90	(19)
Black	10	(1)	0	(0)
Other	20	(2)	0	(0)
Prefer not to say	0	(0)	10	(2)
Native language	%	(N)	%	(N)
English	80	(8)	86	(18)
Spanish	20	(2)	14	(3)
Other	0	(0)	14	(3)
Began learning Spanish	%	(N)	%	(N)
From birth	20	(2)	14	(3)
Primary school	10	(1)	14	(3)
Secondary school	70	(7)	52	(11)
University	0	(0)	5	(1)
Other	0	(0)	14	(3)

*Note that respondents had the option to skip questions that they did not wish to answer. Therefore, though there were 11 pre-service respondents and 23 in-service respondents, only 10 pre-service and 20 in-service responses are represented in this table.

Out of the 11 pre-service teachers who responded to the survey, two identified as HLLs. Of the pre-service participants, 36% were unfamiliar with HLLs before taking the survey. Out of the remaining 64%, 55% had worked directly with HLLs in situations such as

⁹ These three identifiers are included here because participants may self-identify as one but not the others. For example, a person from Latin America may identify as Latino or Hispanic, but most likely, a person from Spain would identify as neither of the two terms, opting for the last one.

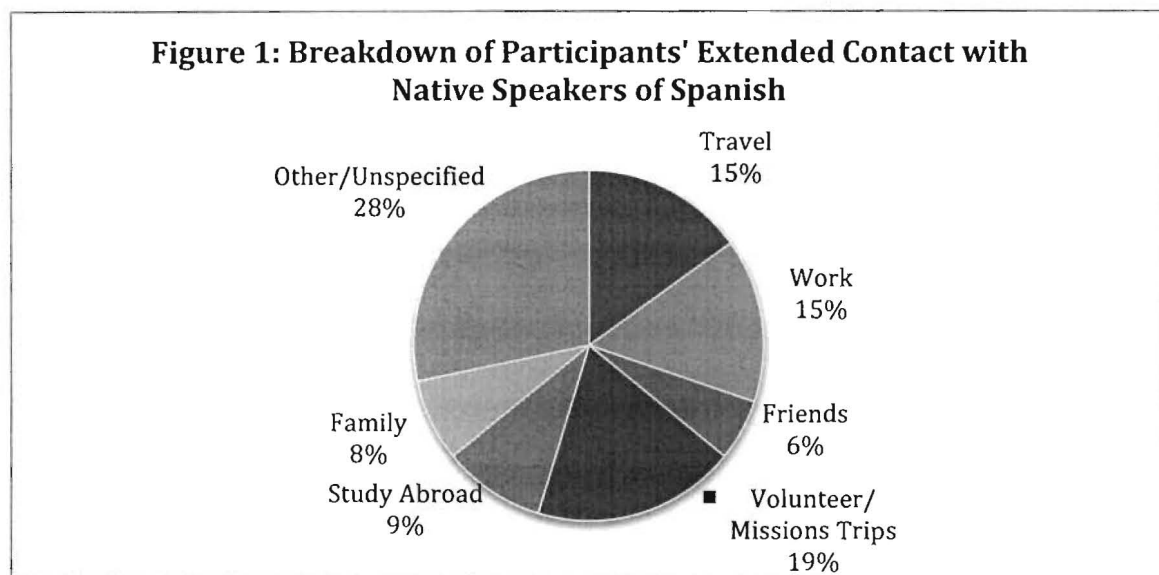
practicums, observations, volunteer experiences, and work. A vast majority (82%) of pre-service respondents plan to teach Spanish at the high school level¹⁰.

Additional data about in-service teachers and the schools at which they teach can be found in Table 2. Of the 23 in-service respondents, 4 teach at schools that offer courses in Spanish as an HL. Three identify as HLLs, which correlates to the three in-service teachers in Table 1 who identify as being of Latino, Hispanic or Spanish origin and who reported Spanish as their native language.

Table 2: Additional descriptive statistics about in-service teachers and their schools		
Variable	%	(N)
Years teaching		
1 or less	13	(3)
2-5	0	(0)
6-10	13	(3)
11-20	35	(8)
21+	39	(9)
Enrollment at participants' school		
Less than 100	0	(0)
100-499	9	(2)
500-899	22	(5)
900-1299	26	(6)
1300+	43	(10)
Grade levels taught		
6	4	(1)
7	9	(2)
8	13	(3)
Spanish I	43	(10)
Spanish II	65	(15)
Spanish III	52	(12)
Spanish IV	43	(10)
Other	17	(4)
HLLs currently in participants' classes		
0	9	(2)
1-3	32	(7)
4-8	27	(6)
9-13	5	(1)
14-18	18	(4)
19-23	5	(1)
24+	5	(1)

¹⁰ The significance of this will be addressed in the Discussion section.

In addition to these basic demographics questions, one question asked participants “Have you had any extended contact with native speakers of Spanish?” If they responded yes, they were asked to specify. Most participants (95%) reported that they did have extended contact with native Spanish speakers. Figure 1 shows where or how they have done so.



Data Collection Instrument

I chose to use an online survey as my data collection instrument because it was the most efficient way to access a large enough sample size to answer the research questions stated above. I developed the survey using the online survey creation software Qualtrics. In the survey, I ask participants about their beliefs and practices concerning Spanish HLLs. In terms of format, the survey is primarily comprised of multiple-choice questions with a few open-ended response items. The survey also includes several open-ended questions.

It terms of content, the survey was broken down into several sections of questions, some of which were specifically designed for pre-service teachers and others for in-service teachers. The questions were broken down as such so that pre-service and in-service

teachers would only see questions that were relevant to them. For example, only pre-service teachers were asked questions related to their classes at Ball State, whereas only in-service teachers were asked about the schools at which they presently teach. Both groups answered questions involving hypothetical scenarios related to HLLs. These scenarios provided the participants with a situation and some options for how they might handle that situation. For example, one scenario asked participants to imagine that they were teaching a class with several HLLs who believed that they were already fluent and did not need to pay attention or work to improve their Spanish. The scenarios were inspired by information from various cites (Valdés 1995; Carreira 2004; Lacorte and Canabel 2005) as well as the input of other educators with experience teaching HLLs, and I further adapted them to fit the current research questions. A copy of the survey is included in the appendix.

Procedure and Coding

I gained support for this study from the president of the Indiana Foreign Language Teachers Association (IFLTA), who put me in contact with the president of the Indiana American Association for Teachers of Spanish and Portuguese (IAATSP). This association agreed to distribute my survey to its members, all of whom are in-service teachers of Spanish or Portuguese. I compiled a list of additional in-service Spanish teachers by scanning the websites of schools in ECI for the email addresses of these teachers. I also gained the support of Dr. Luke, the professor who teaches foreign language education courses at Ball State University. He facilitated the distribution of my survey to students in his classes who were majoring in Spanish Education. The survey was first distributed to participants via email in mid-September 2013, with reminders sent at strategic points over the next month.

Survey responses were compiled via Qualtrics, and I coded all written responses, as I will subsequently describe. Questions were divided into five categories, including: 1) descriptive statistics (see the Participants section); 2) needs of HLLs as identified by both pre-service and in-service teachers; 3) additional support provided to HLLs by both pre-service and in-service teachers; 4) issues faced by in-service teachers of HLLs; and 5) responses to scenarios involving HLLs. I coded the written responses from questions in categories 2 and 3 into four types of perceived needs and support given. This typology includes: a) *language* needs/support; b) *social* needs/support; c) *identity* or *individual*¹¹ needs/support; and d) *curriculum* needs/support. In category 4, I used four analogous groups to code the responses given, plus one additional group: a) language-centered issues; b) society-centered issues; c) student-centered issues; d) curriculum-centered issues; and e) teacher-centered issues. Given the scale of the study, all data presented is descriptive rather than inferential.

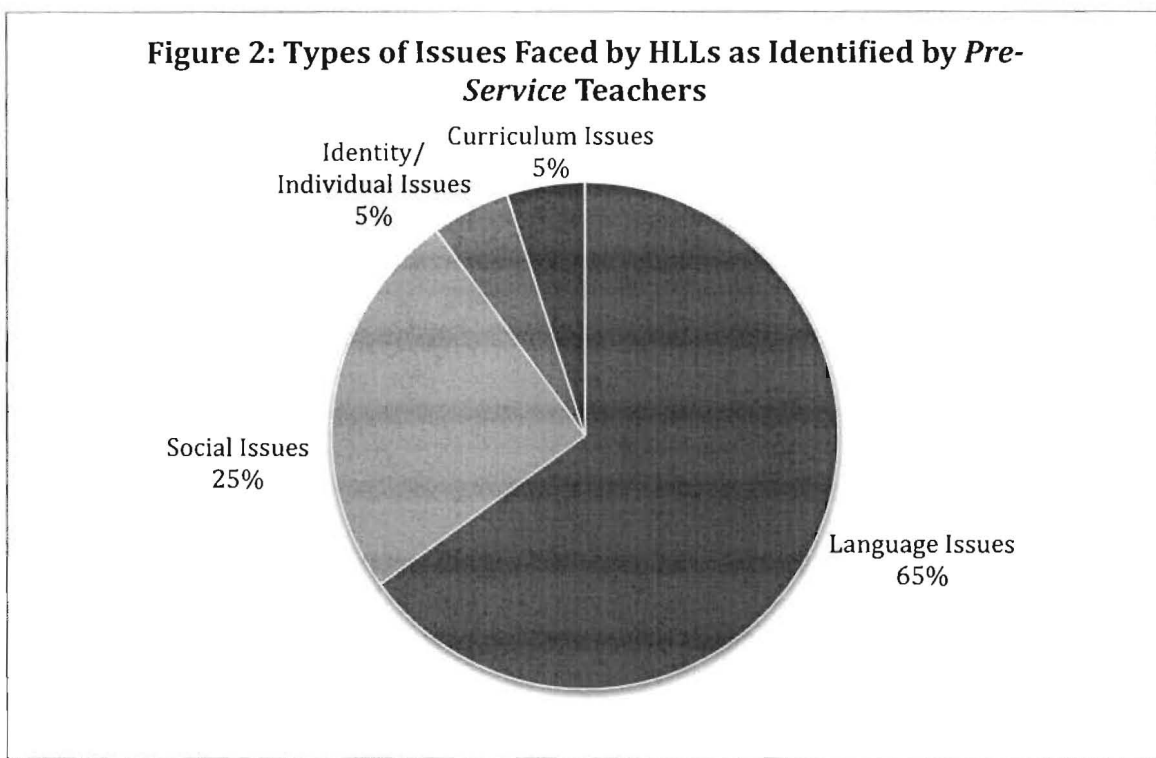
Results and Analysis

Types of Issues Faced by HLLs as Identified by Participants

All 34 participants agreed that HLLs face different challenges and may have different needs compared to other language students. Each participant was asked to identify the three biggest challenges they believed HLLs face with regard to learning Spanish in a traditional classroom setting. In coding the data, I discovered that their responses comprised four major types of issues: language, social, identity or individual, and

¹¹ I combined responses associated with student identity as an HLL and student individuality because identity issues comprised a large subgroup of the individual issues, but was not large enough to necessitate its own category.

curriculum. Figure 2 shows a breakdown of the types of issues identified by pre-service teachers and in the subsequent paragraph I describe examples of each type.



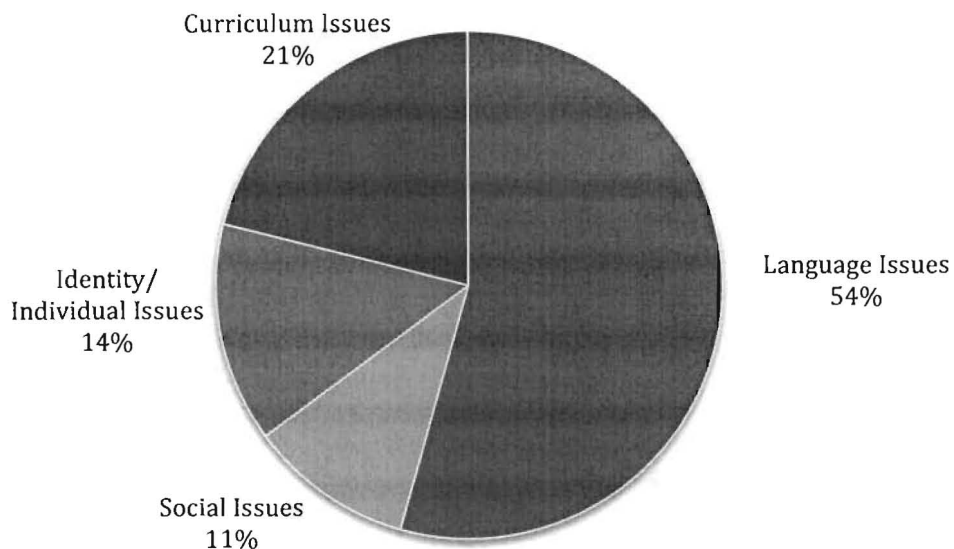
The vast majority of concerns identified by pre-service teachers were language issues, and of those, most dealt with grammar. One respondent identified grammar as the biggest challenge that HLLs face, because “...they learned it inductively and most classrooms teach [it] deductively¹².” Specific grammar challenges discussed by pre-service teachers include stem changes, written accent marks, and grammatical rules. Other

¹² Deductive teaching involves explicit instruction and explanation of a concept, then having students practice the concept. For example, when teaching a new grammar concept, the teacher will introduce the concept, explain the rules associated with its use, and finally have the students practice using the concept in a variety of ways. Conversely, inductive learning involves students drawing their own conclusions about concepts based on experience with the concept in real-world, authentic situations or examples. A person’s native language, or in the case of HLLs, heritage language, is learned inductively. Furthermore, since HLLs generally have not received formal schooling in Spanish, the conclusions they have drawn from hearing and potentially using the language may be incorrect.

language issues identified were dialectal differences and insufficient writing abilities. Social issues include assumptions by teachers that HLLs should be “perfect students”, exclusion by peers for being “different”, exclusion by teachers because they “assume that [HLLs] know [the material] well enough and give the non-native students more opportunities to learn and volunteer in class,” and assumptions that HLLs “like talking more than learning.” The one identity/individual issue discussed was that HLLs “may feel too smart.” Only one curriculum issue was identified as well: HLLs are “being tested on something that they excel in but in a different context,”—that is, HLLs may be accustomed to learning the language in the context of real conversation with other Latinos, but they are typically assessed in the context of an inauthentic paper-and-pencil test.

Turning our attention now to in-service teachers, Figure 3 displays the types of issues that they identified. Like their pre-service counterparts, they also identify language issues as the most pressing, but note that the wedge associated with curriculum issues is significantly larger than that in Figure 2. This may likely be because in-service teachers have had more experience with designing curriculum than pre-service teachers.

**Figure 3: Types of Challenges Faced by HLLs as Identified by
*In-Service Teachers***



With regard to language issues, in-service teachers did not focus as much on grammar as the pre-service teachers. Most of the issues they identified involved dialect differences and the use of slang, or difficulties in reading and writing. An issue caused by dialect differences provided by one participant is that “the Spanish that students speak is often not true Spanish, but a slang or Tex-Mex version.” Another participant stated that HLLs “can speak/understand very well, but cannot spell/write. The other students are the exact opposite.” In terms of grammar issues, most in-service teachers felt that these were important. One participant stated that HLLs “struggle in using complex grammatical structures.” Another, however, had a different take on grammar issues. He stated that HLLs “do not need to linger on the grammar concepts, because they are most likely already using them properly.” At first glance, it seems that he is saying that HLLs have no difficulty with grammar in general. However, the way I interpreted this statement, it seems that he would agree with other sentiments that HLLs can use these grammar concepts, but without

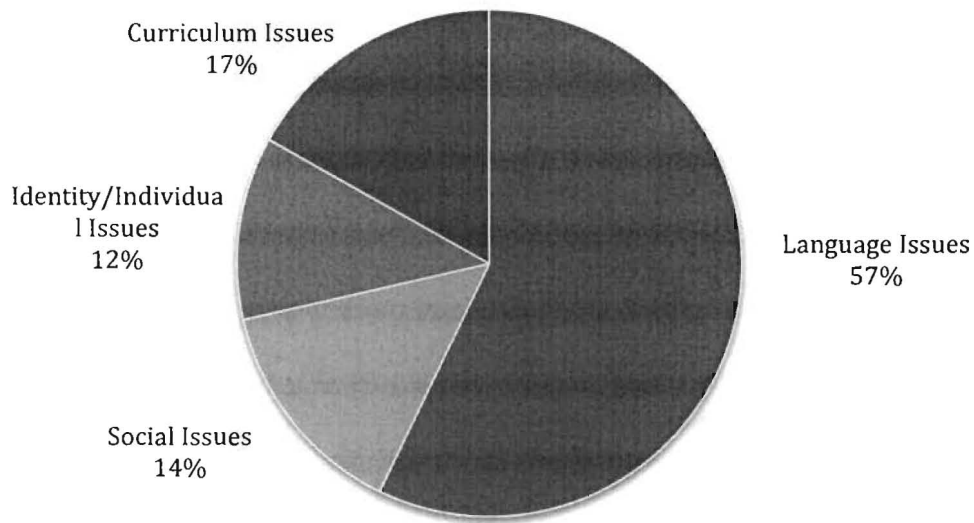
putting a name to them. This is an important contrast to the previous participant who said that HLLs have difficulties using the grammar constructs. From this, I drew the conclusion that the two participants have worked with HLLs at very different proficiency levels.

The types of social issues identified by in-service teachers also vary from those discussed by pre-service teachers. The largest social issue identified by these groups is the boredom that HLLs face in a traditional L2 class. According to one participant, HLLs “are bored with what the rest of the kids are doing, but are often too weak in grammar to be placed [in a more advanced class].” Other social issues include a sense of misplacement, self-consciousness, and lack of parental assistance. These issues may be related to each other, and to other categories of issues. For example, the sense of misplacement may result in one of the identity issues discussed next.

Identity/individual issues consist of assumptions by the HLLs that “they are fluent in the home language when in fact, they are not” and frustration on the part of HLLs who feel that the class is too easy. These are closely related to curriculum issues. One teacher wrote that the greatest issues facing HLLs is “being bored of textbook drills.” The boredom that HLLs face at an individual level may be a result of an issue at the curriculum level. Other curriculum issues include the pace, which may be too slow for HLLs, the lack of cultural activities specific to their HC, and the lack of access to literature written in their dialect.

Figure 4 combines the responses from the two groups. We can see that topics related to language issues are still the most discussed, but the other three are still just as important when taken together.

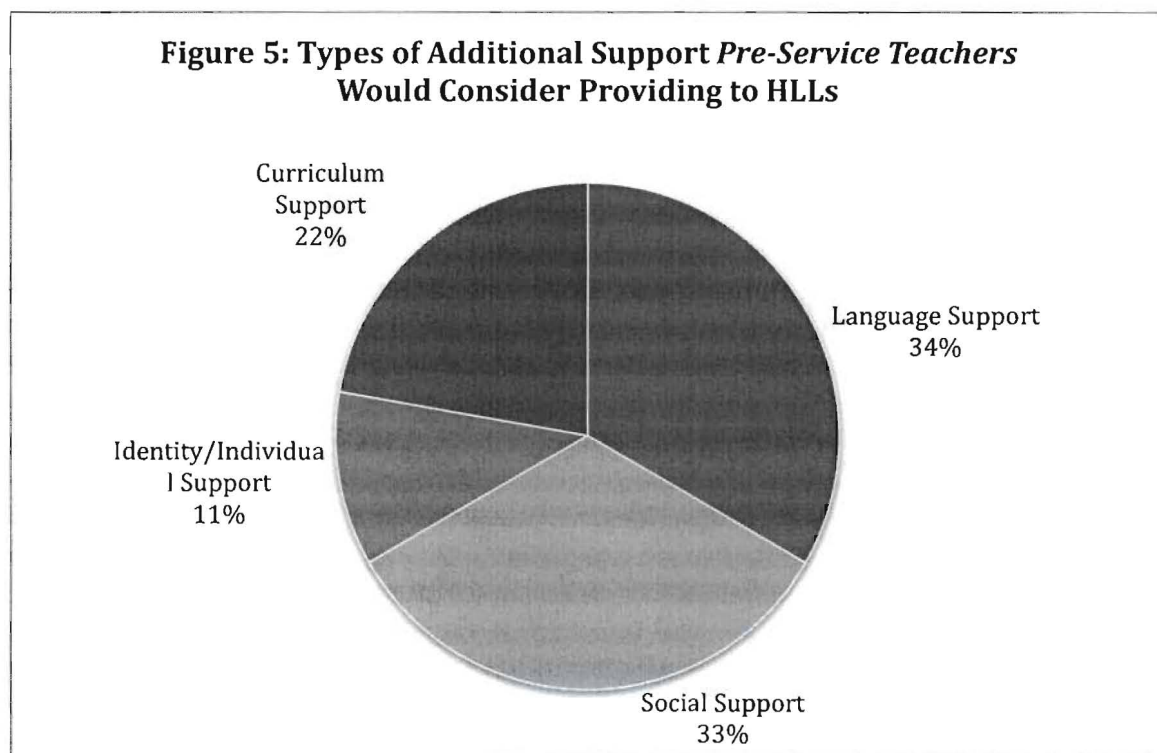
Figure 4: Types of Challenges Faced by HLLs as Identified by Both Pre-Service and In-Service Teachers



Once we compile the responses from both groups, we can begin to make connections between the types of issues discussed. As previously mentioned, curriculum issues are closely linked to identity/individual issues, but they are also related to language issues. Many of the challenges that participants identified have to do with the fact that the curriculum does not address these language issues. Another connection is evident between the social issues and the identity/individual issues. HLLs may “feel too smart” (an individual issue) because “teachers assume that they know [the material] well enough.” This assumption by teachers may be a result of society’s expectations that children who grew up hearing and/or speaking Spanish at home should be fluent in the language, making it a social issue. HLLs may also “face exclusion from other students” (another social issue) because they “go through everything [i.e., the material] faster” (an individual issue). Keeping these connections between the categories in mind will be important as we examine the kind of additional support that participants would consider providing to HLLs.

Additional Support Provided to HLLs

When asked whether they thought they should provide additional support or materials for HLLs in addition to that which is given to other language students, 77% of in-service participants said that they do attempt to provide additional support or materials for HLLs and 64% of pre-service teachers said that they might do so in their future classrooms. Those who answered yes to this question were then asked what types of additional support they might or currently do provide. These were then coded into four categories that were analogous to the four types of issues discussed in the previous section. The types of support included language, social, identity/individual, and curriculum. Figure 5 shows the types of support that pre-service teachers would consider providing to HLLs.

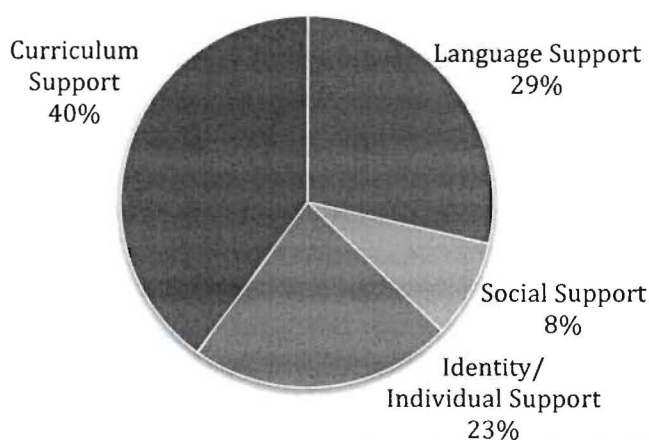


Pre-service participants place equal importance on language and social support. The type of language support they would consider providing includes “taking [HLLs’] previous experience into account while grading work,... talking to them at the beginning of the

semester[,] and letting them know that their Spanish is not incorrect.” Another participant also mentioned the importance of understanding “that just because a student can speak a language fluently does NOT mean that they can read it and write it effectively too.” *Social support* involves making HLLs feel involved in the class, providing them with the same opportunities as other students, and giving them the “attention that they deserve.” The one response categorized as *identity/individual support* involves “[assuring] them that they can come to [the teacher] with any question they may have.” The *curriculum support* that pre-service teachers would provide includes giving “extra assignments so [the HLLs] can practice the material” while still giving HLLs the same amount of time to do assignments.

Shifting our attention again to in-service teachers, we can see the types of support that they provide to HLLs in Figure 6. Similar to the issues reported previously, in-service teachers place more emphasis on curriculum support than pre-service teachers. In fact, curriculum is the area in which they focus most of the additional support that they give to HLLs. Language support comes in second, closely followed by identity/individual support, with social support bringing up the rear.

**Figure 6: Types of Additional Support Provided to HLLs
by In-Service Teachers**



In terms of language support, in-service teachers focused mostly on grammar. This includes giving grammar notes in both English and Spanish as well as additional practice in spelling. They also gave HLLs additional writing opportunities. One participant said that she “take[s] the vocabulary that [HLLs] brought with them and make[s] comparisons with the text’s vocabulary [and allows] them to use what they already know....” To provide social support, participants mentioned allowing HLLs to be peer mentors to other students, including them in all activities, and moving them into a leadership role in the classroom. Participants said they would provide identity/individual support by providing more cultural activities, having students read books on culture and history, and explaining the differences between Hispanic cultures, all of which would support the students’ identity as a Hispanic or Latino.

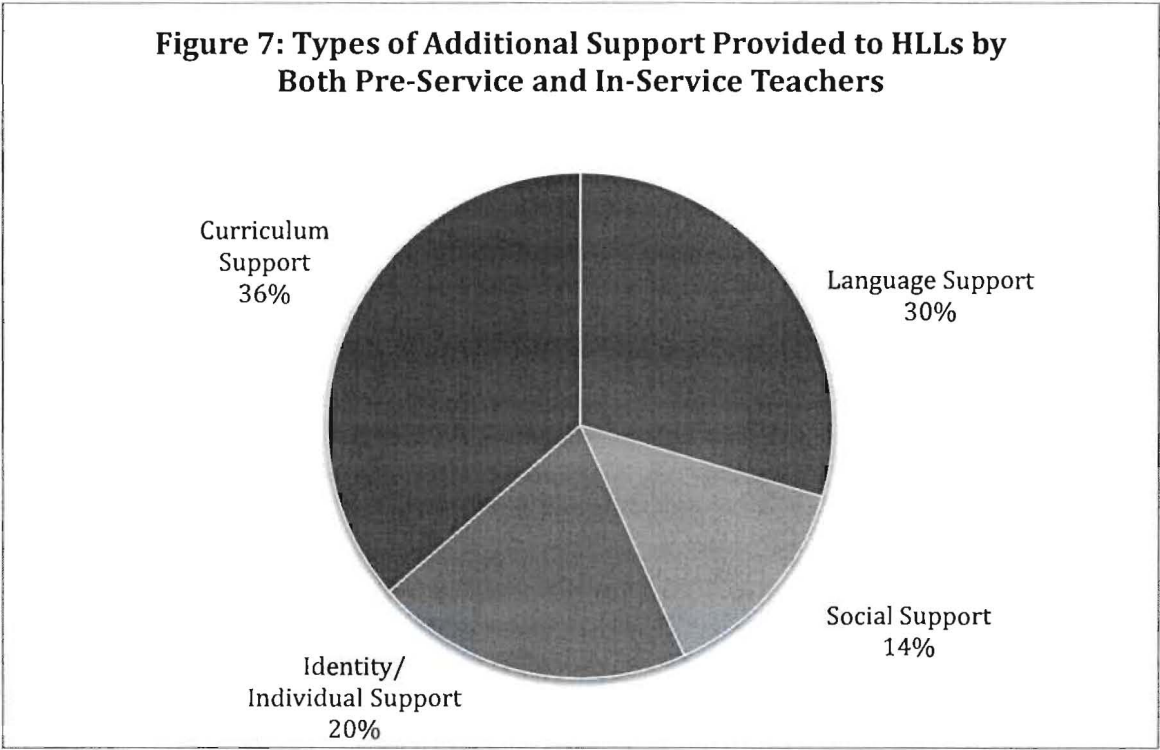


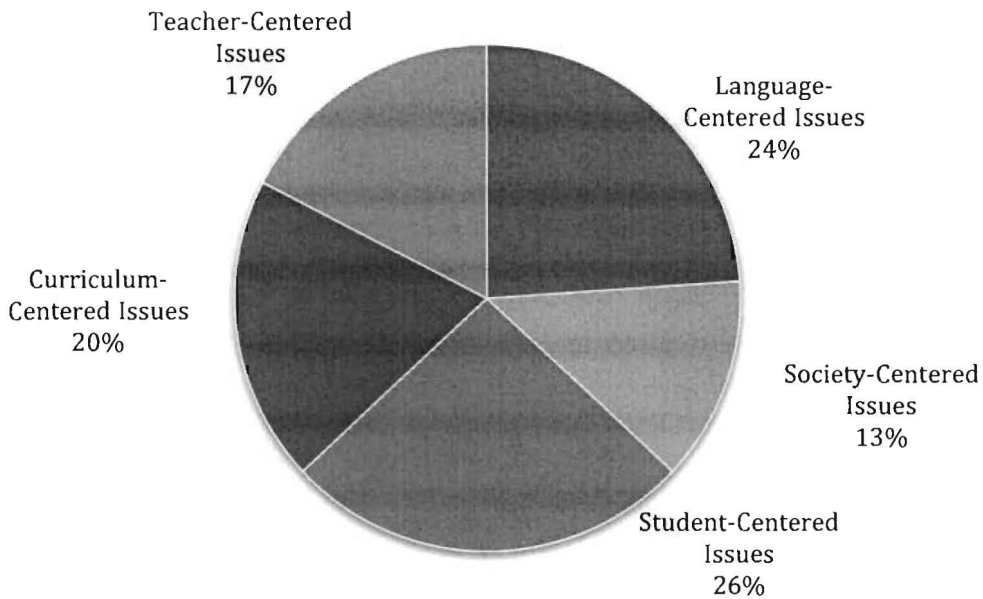
Figure 7 compiles the answers of both pre-service and in-service teachers. We can see that curriculum and language support are still the two most common types of support

discussed by participants. If we compare this to Figure 4, it is interesting to note that the percentage of participants who would provide curriculum support (36%) is significantly larger than the percentage of participants who identified curriculum issues facing HLLs (17%). This may be because of the relationship between language and curriculum issues already discussed. Participants may be trying to make up for the language challenges by providing additional curriculum support. However, attempting to provide this additional support has created extra work for in-service teachers of HLLs, a fact addressed more fully in the next section.

Issues Faced by In-service Teachers of HLLs

In-service teachers were asked to identify the top three challenges that *they* face as teachers of HLLs. The responses to this question were divided into five categories, four of which are analogous to the categories associated with challenges facing HLLs and the types of support that teachers provide to them, and one of which is new. These categories comprise these five issues: language-centered, society-centered, student-centered, curriculum-centered, and teacher-centered. Figure 8 summarizes the types of challenges that participants identified. The categories are divided much more evenly than with the other questions, perhaps because of the additional category.

Figure 8: Types of Challenges That In-Service Teachers of HLLs Face



The language-centered issues focus on the difficulty in explaining complex grammatical structures to HLLs and overcoming the use of slang. According to one participant, “[she has] students from a variety of Spanish-speaking countries. Spanish is slightly different in each country and students don’t ‘get’ that there are different ways to use the language.” Another participant mentioned that HLLs “[rely] on their own erroneous instincts of language mechanics.” By this she suggests that HLLs may think a sentence “sounds right,” even if it is grammatically incorrect.

Society-centered issues are over-arching issues within the community as a whole that present problems for teachers of HLLs. One participant made an interesting point:

The majority of Hispanic learners in our community are illegal which keeps them from being able to work or apply for scholarships and the FASFA. Illegal learners begin to act out poorly by their junior/senior year when they realize that they

cannot obtain a driver's license, attend college without paying full tuition, or work without using false documents.

Other society-centered issues involve difficulty in communicating with parents, especially those who only speak Spanish. As one participant pointed out, some parents of HLLs “expect [A’s] because their child speaks Spanish, but don’t take into account the mastery of the 4 skills¹³ and special challenges that HLLs have.” This expectation may exist because parents are under the assumption that speaking is the only part of learning a language. On the contrary, being able to understand oral discourse, to write, and to read in the language are just as important as being able to speak the language. Those are the areas in which HLLs tend to struggle.

These expectations are often reflected in the students’ attitudes, as some participants who talked about student-centered issues pointed out. HLLs often choose not to study because they “assume they know everything, especially writing and reading.” Other participants have had issues with HLLs dominating the class with participation. On the other hand, some participants pointed out that HLLs may be ashamed of their identity as Latinos and not want to participate in class. This is often perceived as apathy towards learning Spanish.

This leads into curriculum-based issues, as teachers must try to find high-interest activities to combat this apathy. One participant reported a lack of materials and resources geared toward HLLs. Another mentioned that there is a “lack of curriculum” in general. Also mentioned was the inability to find time to use as much Spanish as possible without “losing” the other students.

¹³ The skills mentioned here refer to the four skills of language-learning: reading, writing, speaking, and listening.

This lack of time extends into the fifth category, *teacher-centered issues*. Many of these issues had to do with insufficient time to plan and individualize instruction for HLLs. Other participants mentioned that they were not trained to teach HLLs. As one participant put it, he is “trained to teach Spanish as a second language and not a first.” I believe this lack of training extends into another issue presented: the question of how to challenge all HLLs, regardless of their proficiency level in Spanish, to meet their full potential. This question is addressed in some of the scenarios presented in the next section.

Responses to Scenarios Involving HLLs

A large portion of the survey consisted of five hypothetical scenarios in which the participants chose what they would do in each situation. Each scenario is listed below, along with the responses to each one. The implications of these responses will be addressed in the next section of this paper.

SCENARIO 1: “Imagine that you want to assess the current Spanish proficiency of heritage language learners at the beginning of the school year. How would you do so?”

Table 3: Responses to Scenario 1—How would participants assess the proficiency of HLLs at the beginning of the year?	
Traditional paper-and-pencil test	13%
Assessment including an oral interview/presentation and/or a written essay	72%
Would not assess students at the beginning of the year	0%
Other	16%

SCENARIO 2: “Assume that there is a large population of Spanish heritage language learners at your school. Which would you do?”

Table 4: Responses to Scenario 2—What would participants do if their school had a significant population of HLLs?	
Advocate a Spanish program designed for HLLs	58%

Differentiate my plans for heritage learners	48%
Provide additional materials for HLLs	29%
There would be no difference in my teaching style	0%
Other	10%

SCENARIO 3: “María is a heritage language learner whose family is originally from Colombia. She is often frustrated because the variety of Spanish that you teach is different from the variety she speaks at home. How would you feel about the situation?”

Table 5: Responses to Scenario 3—How would participants *react* to an HLL from Colombia who is frustrated by the variety of Spanish taught in class?

I would be annoyed. The variety I teach is the standard variety, therefore this student should be fine with learning it.	0%
I would feel neutral	25%
I would be sympathetic. I place equal importance on all varieties of Spanish	75%
Other	0%

SCENARIO 4: “Consider the previous situation: María is a heritage language learner whose family is originally from Colombia. She is often frustrated because the variety of Spanish that you teach is different from the variety she speaks at home. What would you do?”

Table 6: Responses to Scenario 4—How would participants *handle* the situation of an HLL from Colombia who is frustrated by the variety of Spanish taught in class?

Attempt to have her adjust her Spanish	3%
Incorporate vocabulary from Colombian Spanish into my lessons	45%
Teach vocabulary from multiple varieties of Spanish	65%
There would be no difference in my teaching style	10%
Other	6%

SCENARIO 5: “Imagine that you are a non-native Spanish speaker and you are teaching a class with several heritage learners. Because they grew up speaking Spanish in their

homes, these particular learners believe that they are already fluent and do not need to pay attention and work to improve their Spanish. How would you handle the situation?"

Table 7: Responses to Scenario 5—How would participants handle a group of HLLs who believe they are fluent in Spanish and do not want to work in class?

I would work directly with students to address inconsistencies in their Spanish	48%
I would not directly address their inconsistencies but would instead focus on increasing their overall participation	32%
I would not directly work with the students but would attempt to fix the problems indirectly	6%
There would be no difference in my teaching style or approach	0%
Other	13%

Discussion

Based on the survey results, the research questions, which are repeated here for convenience, can now be addressed:

1. Are Spanish teachers in ECI aware of the unique challenges facing HLLs?
2. What are the pedagogical implications for inclusion of HLLs in standard L2 classes at the secondary level?
3. Is there a need for implementation of programs for Spanish as an HL in ECI high schools?

RQ#1: Teacher Awareness of the Unique Challenges Facing HLLs

Based on the survey results, both pre-service and in-service teachers are very much aware of challenges facing Hispanic students, but many seem to place HLLs in the same category as native speakers. For example, one participant said, "Students should be provided the opportunity to learn from core standard courses in the native language.... Even if the course is not offered in the native language...." This use of the term "native language" tells us that this participant does not realize that HLLs cannot necessarily be

considered native speakers of Spanish, because they typically do not learn the language in a native environment or because learning is interrupted during development. Another participant, whose ideology seems to run counter to the previous respondent's, said, "Heritage language learners need to accept responsibility for learning English to communicate and work in the Indiana environment...." This statement relies on the assumption that HLLs are not proficient in English, which may be true of native Hispanic students who immigrated to the United States later in life, but is not true of HLLs who have received most of their formal education in English.

These misunderstandings reflect the findings of Lacorte and Canabel's study (2005) about the beliefs and practices of university instructors of HLLs. The participants in their study also tended to mix up the terms of native speaker and HLL and to feel as though HLLs should be more proficient in the HL. These findings and the results of the present study suggest a lack of training about HLLs in teacher preparation courses and in professional development workshops, a complaint voiced by several participants in the present study. Based on the findings from Lacorte and Canabel and the present study, I think it is safe to conclude that teachers are aware that Hispanic students have very distinct challenges in learning more formal Spanish, but they might not associate these challenges solely with HLLs, nor know how to address the issues.

RQ#2: Pedagogical Implications for Inclusion of HLLs in Standard L2 Classes at the Secondary Level

As many participants mentioned, the inclusion of HLLs in standard L2 classes requires differentiated instruction for HLLs to ensure best practices¹⁴. Differentiation involves using instructional strategies, materials, and resources that are specific to and designed for individual learning needs. This need for differentiation is supported by the literature. For example, Alarcón (2010) studied the attitudes of advanced HLLs and found that their strengths and sociolinguistic needs are much different from those of less proficient HLLs. She concluded that, as a result of these differing strengths and needs, classroom instruction should also vary. A specific example of the need for varied instruction in a particular area can be found in Beaudrie (2012). She found that Spanish HLLs would benefit from direct instruction of the common types of misspellings, a need not present among L2 learners who typically learn how to spell a word along with the word's meaning and pronunciation. HLLs may only know what a word sounds like and will spell it accordingly. For example, HLLs often leave out the 'h' in some Spanish words (e.g., *hacer*, *hecho*) because the letter 'h' is not pronounced at the beginning of Spanish words. This finding suggests that the way in which spelling is taught should be different for HLLs and L2 learners. However, planning varied instruction for any group of students takes time. Lack of sufficient planning time was a common issue cited by participants in the present study. Most teachers already spend a good deal of time outside of their contracted hours planning lessons, grading papers, and finding materials, so adding on the need to differentiate for HLLs may be overwhelming.

The necessity for differentiation may be a disadvantage of including HLLs and L2 learners in the same classroom, but placing these two groups of students in the same class

¹⁴ "Best practices" is a term used by educators to refer to instruction that exemplifies findings found in educational research. Differentiation is a key component to best practices.

also has its advantages. Several participants related some positive interactions between L2 learners and HLLs in their classrooms. One said:

I absolutely love having the heritage learners mixed with my Sp III and AP students. They enrich our environment so much and can help out the other students when we watch movies and read stories. Also, in my experience, most of my heritage learners have not been necessarily the most academic students. So, in AP, for example, it gave them an opportunity to take a leadership role for the first time in their lives. It was very rewarding to see how they rose to the occasion.

Such examples of positive interactions between HLLs and L2 learners are supported in the literature. Bowles (2011) examined the benefits of pairing up L2 learners and HLLs and determined that both groups of students mutually benefitted from being paired up to perform writing tasks, as L2 learners are generally more proficient at spelling and accent placement, whereas HLLs can better contribute to vocabulary use. Thus we can conclude that HLLs have certain strengths that can be beneficial to L2 learners, and many of their weaknesses may be countered by the strengths of their L2 peers. The question, though, is whether these benefits outweigh the need to directly address the unique challenges and weakness that HLLs have in a program or course for Spanish as an HL.

RQ#3: The Potential Need for Implementation of Programs for Spanish as an HL in ECI High Schools

Several studies supported the implementation of programs for Spanish as an HL at the university level. Lynch (2008) determined that the linguistic needs of HLLs were so great that they would benefit more from courses designed specifically for HLLs, especially

varying levels of courses to correspond to the varying proficiencies of HLLs. Alarcón (2010) also determined that, since advanced HLLs are more similar in terms of linguistic needs to native speakers, they should be taught as if they were native speakers of Spanish. She strongly advocated courses for Spanish as an HL at the university level. Beaudrie and Ducar (2005) drew similar conclusions, stating that lower proficiency HLLs should have their own niche in the learning community designed to address their unique linguistic needs.

These studies deal with such programs at the university level, so one might wonder if the need exists at the high school level as well. As previously mentioned, 58% of all participants from the present study said they would advocate a Spanish program designed for HLLs, assuming there was a sufficient population of Hispanic students at the school. Although this percentage suggests that only slightly more than half of the participants would advocate for such a program, we get a different picture if we look only at the in-service participants. Within that group, nearly three-quarters of them (73%) would advocate for this type of Spanish HLL course, which is notable given their experience teaching HLL and traditional L2 learners. Although the scope and scale of this study is too small to reach a definitive answer regarding this research question, it seems that, according to these teachers' perceptions, some ECI schools would benefit from the implementation of courses for Spanish as an HL. This does not take into account the feasibility of such courses. I will discuss this more, as well as other limitations of the study, in the Conclusion.

Teaching Strategies for HLLs

The present study did not include a research question related to the best teaching strategies and practices for HLLs, but, given the findings for RQ#2 and RQ#3, I felt that it

was important to include some ideas found in the literature. As previously mentioned , Alarcón (2010) used a sociolinguistic background survey to determine the individual strengths, needs, and attitudes of each student. She determined that such a survey was useful in designing curriculum for HLLs.

Beaudrie and Ducar (2005) discuss the importance of a strategy focused on community involvement. They established a necessity for HLLs to become more involved in the HC. One method they suggest that could both foster more participation in the HC and provide practice with the HL is interviewing members of the HC in Spanish. Beaudrie, et al., (2009) expanded the idea of student involvement by calling for HLLs to be directly involved in the development of curriculum specifically for HLLs. This was feasible for this study at the university-level, where students were expected to be more involved in the community and university, but one might wonder if such an idea would be possible at a high school. One method used by Alarcón (2010) to allow such involvement in the design of curriculum was the distribution of sociolinguistic background surveys at the beginning of the year. This would be possible at any level for a teacher who is flexible enough in their planning.

Beaudrie, et al., (2009) also “stress[ed] the importance of keeping a good balance of cultural activities in the curriculum that reflect both the understanding of culture as a heritage product (literature, art, history, religion, etc.) and culture as a community practice (traditions, legends, folklore, popular music, food, etc.)” (p. 161). They call for more focus on little ‘c’ culture¹⁵ to hold student interest and keep students engaged. They conclude,

¹⁵ Little ‘c’ culture refers to a type of culture that is difficult to see, such as the perspective of a culture, in contrast to big ‘C’ culture, which focuses mostly on the products of a culture. Some examples of little ‘c’ culture include cultural norms, myths, and legends.

based on the input of many Spanish HLLs, that culture-based curricula and textbooks are integral to any course in which HLLs are enrolled. We can see from this literature that the most effective teaching strategies for HLLs focus on culture. This is something that could be applied both in standard L2 language classes and in classes for Spanish as an HL.

Conclusion

By using an extensive online survey, the purpose of this study was to examine and analyze the pedagogical beliefs and practices of both pre-service and in-service high school teachers in ECI toward Spanish HLLs. Survey results provided valuable information about the participants' beliefs regarding the challenges facing HLLs, the pedagogical implications for inclusion of HLLs in a standard L2 classroom, and the need for the implementation of Spanish programs designed specifically for HLLs. Based on the varying responses, some confusion was evident among these teachers toward the term HLL. Participants expressed both positive and negative reactions to the inclusion of HLLs in L2 classrooms.

I would like to see future research focus upon teachers' opinions about the need for the implementation of programs for Spanish as an HL at the *high school* level. Other potential directions for future research are the questions of whether teacher education programs adequately train these pre-services teachers of Spanish to teach HLLs and how to do so more effectively.

Because of the nature of an honors thesis, this study was limited in its scope. I only examined the beliefs and practices of Spanish teachers at high schools in ECI, so my sampling approach was limited to one area and this project's conclusion are based on data from only 34 participants. Therefore, no inferences can be made about the beliefs and

practices of teachers outside of this region. Future research might branch out to include the larger context of Indiana, or even of the United States. Another limitation was evident in the types of questions I asked participants. Many of the questions asked about challenges that HLLs and their teachers face, but none asked about potential benefits that HLLs might bring to a standard L2 classroom. A few participants pointed out that they do not consider HLLs to be a challenge, but, instead, an asset. If I were to do this study again, I would expand the survey to include questions about the benefits that HLLs bring to the classroom. This study does go far in bridging the gap in research by focusing on the pedagogical attitudes and beliefs of the teachers of HLLs.

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Appendix

Spanish Heritage Language Learners in the Secondary Classroom¹⁶

Q1 Informed consent form

Q2 How long have you been teaching? (For the purpose of this study, student teaching counts as half a year of teaching)

- ☐ I have not started teaching
- ☐ 1 year or less
- ☐ 2-5 years
- ☐ 6-10 years
- ☐ 11-20 years
- ☐ 21+ years

Q3 Approximately how many students are enrolled at your school?

- ☐ Less than 100 students
- ☐ 100-499 students
- ☐ 500-899 students
- ☐ 900-1299 students
- ☐ 1300+ students
- ☐ I'm not sure

Q4 What grade levels do you primarily teach? (select all that apply)

- ☐ 6
- ☐ 7
- ☐ 8
- ☐ Freshman (or Spanish I)
- ☐ Sophomore (or Spanish II)
- ☐ Junior (or Spanish III)
- ☐ Senior (or Spanish IV)
- ☐ Other (please specify) _____

Q5 The following questions will deal with Spanish heritage language learners. For the purpose of this study, heritage language learners are defined as students who grew up speaking and/or hearing Spanish at home but have primarily received formal schooling in English.

¹⁶ Skip logic for question flow was applied, so respondents only saw question relevant to them.

Q6 What grade level do you hope to teach?

- ☐ 6
- ☐ 7
- ☐ 8
- ☐ 9 (Spanish I)
- ☐ 10 (Spanish II)
- ☐ 11 (Spanish III)
- ☐ 12 (Spanish IV)
- ☐ Other (please specify) _____

Q7 Have you learned about heritage language learners in any of your classes at BSU?

- ☐ Yes
- ☐ No
- ☐ I'm not sure

Q8 Have you learned about heritage language learners in any other context? (e.g., IFLTA conference, volunteer experience, etc)

- ☐ Yes (please specify) _____
- ☐ No
- ☐ I'm not sure

Q9 Have you worked with heritage language learners in your pre-service opportunities? (e.g., practicum, observations, volunteer experiences, etc)

- ☐ Yes
- ☐ No

Q10 In what situation(s) have you worked with heritage language learners?

- ☐ Practicum
- ☐ Observations
- ☐ Volunteer experiences (Please specify) _____
- ☐ Other (Please specify) _____

Q11 Based on the definition of heritage language learners provided in this study (reiterated below) and any knowledge you might have gained in your pre-service opportunities, do you perceive that heritage language learners have different challenges or needs compared to other language students?

- ☐ Yes
- ☐ No
- ☐ I'm not sure

Q12 Please identify the three biggest challenges you believe these students face with regard to learning Spanish in a traditional classroom setting.

- 1
- 2
- 3

Q13 Do you perceive that heritage language learners need additional support besides what is given to other language students?

- ☐ Yes
- ☐ No

Q14 What kind of support might you consider providing for these students?

Q15 The following questions will deal with Spanish heritage language learners. For the purpose of this study, heritage language learners are defined as students who grew up speaking and/or hearing Spanish at home and have primarily received formal schooling in English.

Q16 Have you worked with Spanish heritage language learners in a classroom setting?

- ☐ Yes
- ☐ No
- ☐ I'm not sure

Q17 How many Spanish heritage language learners are currently in your Spanish class(es)?

- ☐ None
- ☐ 1-3
- ☐ 4-8
- ☐ 9-13
- ☐ 14-18
- ☐ 19-23
- ☐ more than 23
- ☐ I'm not sure

Q18 Does your school currently provide Spanish courses designed for Spanish heritage language learners?

- ☐ Yes, my school provides courses specifically for heritage language learners
- ☐ No, my school does NOT provide these courses and is not considering doing so
- ☐ No, my school does NOT provide these courses BUT they are being considered

Q19 Do you think that schools should provide Spanish courses designed for Spanish heritage language learners, assuming there is a large enough population of heritage language learners to warrant such a program?

- ☐ Yes
- ☐ No
- ☐ I'm not sure

Q20 Referring to the previous question, "Do you think that schools should provide Spanish courses designed for Spanish heritage language learners, assuming there is a large enough population of heritage language learners to warrant such a program?", why did you answer "...¹⁷"?

Q21 Do you perceive that heritage language learners have different language challenges or needs compared to other students?

- ☐ Yes
- ☐ No

Q22 Please identify the three biggest challenges you believe these students face with regard to learning Spanish in a traditional classroom setting.

- 1
- 2
- 3

Q23 Do you attempt to provide additional support, materials, etc for Spanish heritage language learners?

- ☐ Yes
- ☐ No

Q24 What types of additional support do you tend to provide?

Q25 What kind of challenges do you face as a teacher of heritage language learners?

- 1
- 2
- 3

Q26 The following is a series of classroom scenarios related to Spanish heritage language learners. If you have not worked with heritage learners, use your pedagogical knowledge to determine what you would do in these scenarios.

¹⁷ This question was formatted so that the participant's choice from the previous question would be inserted in this spot.

Q27 Imagine that you want to assess the current Spanish proficiency of heritage language learners at the beginning of the school year. How would you do so?

- ☐ I would give them a traditional paper-and-pencil test
- ☐ I would design an assessment that involved an oral presentation and writing a paper
- ☐ I would not assess my students at the beginning of the school year
- ☐ I would use some other assessment (Please specify) _____

Q28 Assume that there is a large population of Spanish heritage language learners at your school. Which would you do?

- ☐ Advocate a Spanish program designed for heritage learners
- ☐ Differentiate my lessons for heritage learners
- ☐ Provide additional materials for heritage learners, but not change my teaching style
- ☐ There would be no difference in my teaching style
- ☐ Other (Please specify) _____

Q29 María is a heritage language learner whose family is originally from Colombia. She is often frustrated because the variety of Spanish that you teach is different from the variety she speaks at home. How would you feel about the situation?

- ☐ I would be annoyed. The variety I teach is the standard variety, therefore this student should be fine with learning it.
- ☐ I would feel neutral.
- ☐ I would be sympathetic. I place equal importance on all varieties of Spanish.
- ☐ Other (Please specify) _____

Q30 Consider the previous situation: María is a heritage language learner whose family is originally from Colombia. She is often frustrated because the variety of Spanish that you teach is different from the variety she speaks at home. What would you do?

- ☐ Attempt to have her adjust her Spanish
- ☐ Incorporate vocabulary from Colombian Spanish into my lessons
- ☐ Teach vocabulary from multiple varieties of Spanish
- ☐ There would be no difference in my teaching style
- ☐ Other (Please specify) _____

Q31 Imagine that you are a non-native Spanish speaker and you are teaching a class with several heritage learners. Because they grew up speaking Spanish in their homes, these particular learners believe that they are already fluent and do not need to pay attention and work to improve their Spanish. How would you handle the situation?

- ☐ I would work directly with the students to address inconsistencies in their Spanish
- ☐ I would not directly address their inconsistencies but would instead focus on increasing their overall participation
- ☐ I would not work directly with the students but would attempt to fix the problems indirectly
- ☐ There would be no difference in my teaching style or approach
- ☐ Other (Please specify) _____

Q32 Do you have any additional comments related to heritage language learners?

Q33 What is your gender?

- ☐ Male
- ☐ Female

Q34 What is your age?

- ☐ 18-29
- ☐ 30-39
- ☐ 40-49
- ☐ 50-59
- ☐ 60-69
- ☐ 70-79
- ☐ 80-89

Q35 Do you identify as being of Hispanic, Latino, or Spanish origin?

- ☐ Yes
- ☐ No
- ☐ I prefer not to say

Q36 What is your ethnicity?

- ☐ I prefer not to say
- ☐ Other
- ☐ Asian/Pacific Islander
- ☐ Native American
- ☐ Black
- ☐ White

Q37 What language did you first learn to speak? (Select all that apply)

- ☐ English
- ☐ Spanish
- ☐ Other (Please specify) _____

Q38 When did you begin learning Spanish?

- ☐ From birth (my family spoke it at home)
- ☐ Primary school
- ☐ Secondary school
- ☐ University
- ☐ Other (Please specify) _____

Q39 Have you had any extended contact with native speakers of Spanish? (E.g., travel, work, volunteer experiences, or in your personal life)

- ☐ Yes (Please specify) _____
- ☐ No

Q40 Do you identify yourself as a heritage language learner?

- ☐ Yes
- ☐ No

Q41 Submit response form



Institutional Review Board

DATE: August 20, 2013

TO: Brittany Russell

FROM: Ball State University IRB

RE: IRB protocol # 487941-1

TITLE: Spanish Heritage Language Learners in East Central Indiana: Implications for Teachers

SUBMISSION TYPE: New Project

ACTION: DETERMINATION OF EXEMPT STATUS

DECISION DATE: August 20, 2013

The Institutional Review Board reviewed your protocol on August 20, 2013 and has determined the procedures you have proposed are appropriate for exemption under the federal regulations. As such, there will be no further review of your protocol, and you are cleared to proceed with the procedures outlined in your protocol. As an exempt study, there is no requirement for continuing review. Your protocol will remain on file with the IRB as a matter of record.

Editorial notes:

1. Exempt Level Review

While your project does not require continuing review, it is the responsibility of the P.I. (and, if applicable, faculty supervisor) to inform the IRB if the procedures presented in this protocol are to be modified or if problems related to human research participants arise in connection with this project. **Any procedural modifications must be evaluated by the IRB before being implemented, as some modifications may change the review status of this project.** Please contact please contact Jennifer Weaver at 765-285-5034 or jmweaver@bsu.edu if you are unsure whether your proposed modification requires review or have any questions. Proposed modifications should be addressed in writing and submitted electronically to the IRB (<http://www.bsu.edu/irb>) for review. Please reference the above IRB protocol number in any communication to the IRB regarding this project.

Reminder: Even though your study is exempt from the relevant federal regulations of the Common Rule (45 CFR 46, subpart A), you and your research team are not exempt from ethical research practices and should therefore employ all protections for your participants and their data which are appropriate to your project.

Office of Research Integrity
Institutional Review Board (IRB)
2000 University Avenue
Muncie, IN 47306-0155
Phone: 765-285-5070

DATE: October 23, 2013

TO: Brittany Russell

FROM: Ball State University IRB

RE: IRB protocol # 487941-2

TITLE: Spanish Heritage Language Learners in East Central Indiana: Implications for Teachers

SUBMISSION TYPE: Amendment/Modification

ACTION: APPROVED

DECISION DATE: October 23, 2013

REVIEW TYPE: **EXEMPT**

The Institutional Review Board reviewed your protocol on October 23, 2013 and has determined the procedures you have proposed are appropriate for exemption under the federal regulations. As such, there will be no further review of your protocol, and you are cleared to proceed with the procedures outlined in your protocol. As an exempt study, there is no requirement for continuing review. Your protocol will remain on file with the IRB as a matter of record.

Exempt Categories:

	Category 1: Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.
	Category 2: Research involving the use of educational test (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior
	Category 3: Research involving the use of educational test (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under category 2, if: (i) the human subjects are elected or appointed officials or candidates for public office; or (ii) Federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.
	Category 4: Research involving the collection of study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or

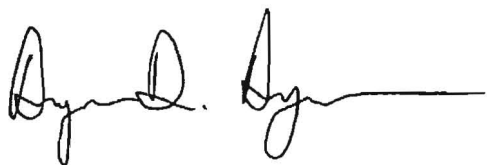
	if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.
	Category 5: Research and demonstration projects which are conducted by or subject to the approval of Department or agency heads, and which are designed to study, evaluate or otherwise examine: (i) public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in methods or levels of payment for benefits or services under these programs.
	Category 6: Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed which contains a food ingredient at or below the level and for a use found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

Editorial Notes:

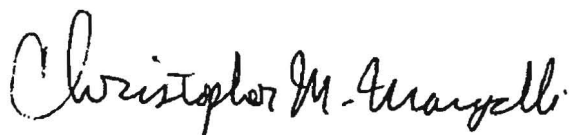
1. Modification Approved

While your project does not require continuing review, it is the responsibility of the P.I. (and, if applicable, faculty supervisor) to inform the IRB if the procedures presented in this protocol are to be modified or if problems related to human research participants arise in connection with this project. **Any procedural modifications must be evaluated by the IRB before being implemented, as some modifications may change the review status of this project.** Please contact (ORI Staff) if you are unsure whether your proposed modification requires review or have any questions. Proposed modifications should be addressed in writing and submitted electronically to the IRB (<http://www.bsu.edu/irb>) for review. Please reference the above IRB protocol number in any communication to the IRB regarding this project.

Reminder: Even though your study is exempt from the relevant federal regulations of the Common Rule (45 CFR 46, subpart A), you and your research team are not exempt from ethical research practices and should therefore employ all protections for your participants and their data which are appropriate to your project.



Bryan Byers, PhD/Chair
Institutional Review Board



Christopher Mangelli, JD, MS, MEd, CIP/Director
Office of Research Integrity